External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: **Chester Middle School** **District:** **Chester County**

Principal: **Gail Hamilton** **Superintendent:** **Larry Heath**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Demographics

Chester, South Carolina is a small rural town located thirty-eight miles south of Charlotte, North Carolina and fifty-five miles north of Columbia, South Carolina. The County of Chester includes four smaller incorporated communities which include Chester, Richburg, Lewisville, and Great Falls. The population of Chester is approximately 10,558 people. The Chester County School District serves 6,800 students. There are five elementary schools, three middle schools, 3 high schools and one career center operated by the school district. Chester County school district's ethnic makeup is 51.8%white, 47.6% African American, and 0.6% of other ethnic origins. The district employs 480 teachers with an average salary of $38, 068. Of the teachers employed in the district, 43.3% have master's degrees, 18.2% have advanced masters degrees, 17.4% have advanced BA degrees, and 1.4% holds doctorate degrees. The district student–teacher ratio is 15:1.

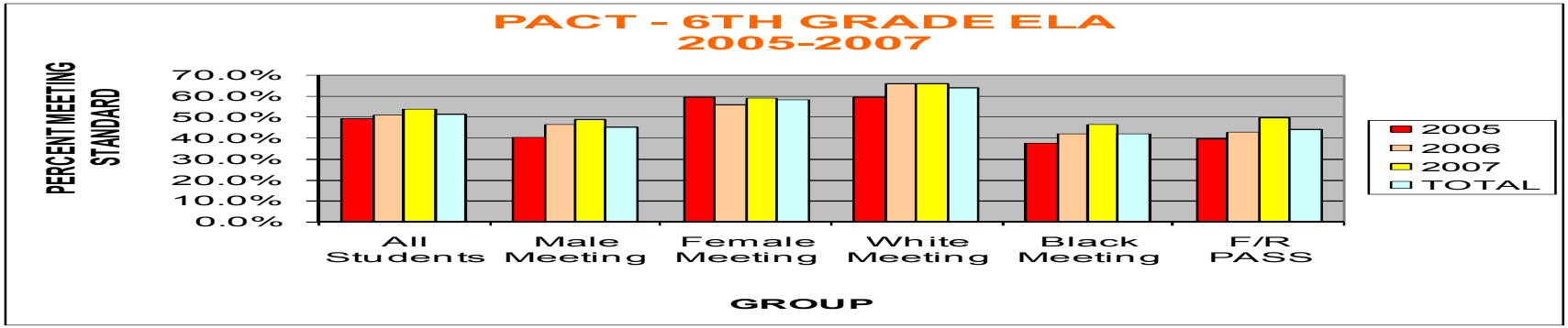
Chester Middle School houses students in grades six through eight. There are 372 females and 420 males at Chester Middle School. The school's ethnic makeup is 293 white students, 488 black students, 4 Asian/Pacific Islander students, 5 Hispanic students, 2 American Indian/Alaskan students. The primary language is English. In 2007, Chester Middle School was labeled a Title I school due to the 80% free or reduced lunch status. The total number of students receiving free lunch are 446 and 63 receive reduced lunch. The 2005 attendance rate was 94.3%; 94.0% for 2006; and 94.0% for 2007. Attendance rate has been relatively constant for the last three years. Less than half of our students live in a household with two parents. Forty percent live with mother only, five percent live with father only and eight percent live with court - appointed guardians. For the past 40 years, Chester County has depended upon the textile industry as the main source of economy. With the outsourcing to Europe and Asia, most of the major plants, mainly Springs Industries, have closed and unemployment has increased dramatically. Parents have had to seek employment out of the county which has greatly decreased parental involvement with school and students. Quite often the school has had to serve as liaison between parents and local agencies who can offer assistance.

Chester Middle School employs 92 people, which includes 61 classroom teachers, 3 administrators, 3 guidance counselors, 1 media specialist, 9 paraprofessionals, 1 resource officer, 2 long-term substitutes, and 32 support personnel. 4 teachers have Doctorate degrees; 8 have Masters plus 30; 17 have Masters degrees; 14 have Bachelors plus 18; and 18 have Bachelors degrees. The staff has nine National Board Certified teachers and 47 highly qualified teachers. There are 60 certified teachers and 1 non-certified teacher at Chester Middle School. Currently there are two vacancies at Chester Middle School. The science position has been accommodated through dividing the students between the other science teachers. A long term substitute with experience in teaching math has filled the math position until a certified teacher can be hired.

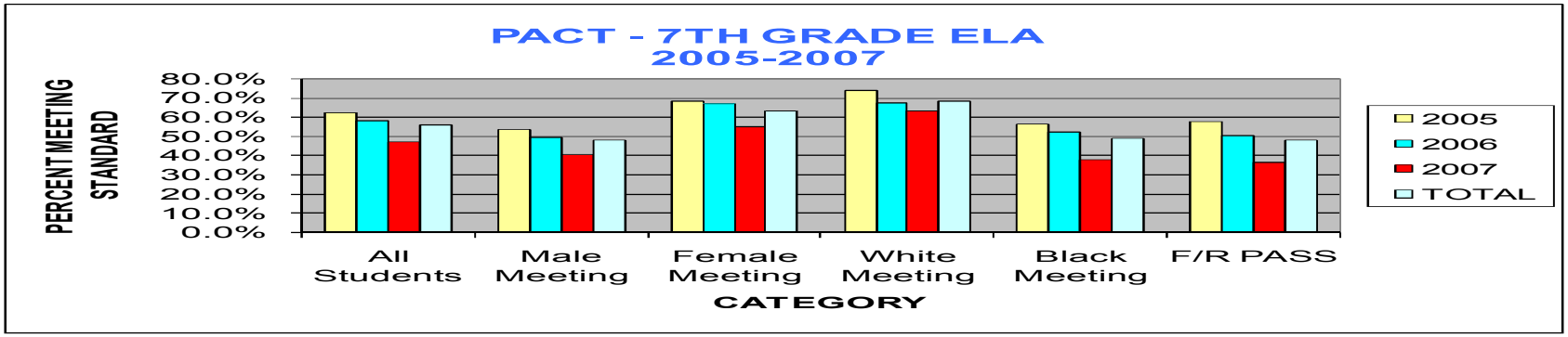
The following is a summary of some of the data used to identify areas of improvement and help us develop our focused goals.

English Language Arts

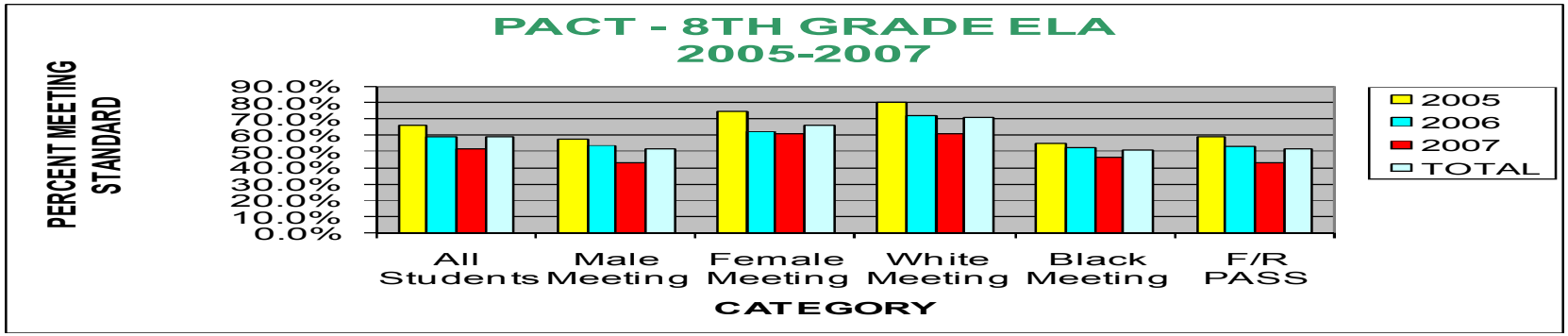
In 2005 in English Language Arts, a total of 297 sixth graders were tested. Of all students, 50.5% scored Below Basic; 32.7 % scored Basic; 13.1% scored Proficient; and 3.7% scored Advanced. Of the 297 students tested, 49.5% met the standard. In 2006 English Language Arts, a total of 262 sixth graders were tested of which 49.2% scored Below Basic; 31.3% scored Basic; 17.2% scored Proficient and 2.3% scored Advanced. All total, 50.8% met the standard. In 2007 in English Language Arts, a total of 219 sixth graders were tested. Of all students, 46.1% scored Below Basic; 39.7% scored Basic; 12.3% scored Proficient and 31.8% scored Advanced. Of the 219 students tested, 53.9% met standard.



In 2005 in English Language Arts, a total of 294 seventh graders were tested. Of all students, 37.4% scored Below Basic; 50.3 % scored Basic; 11.9% scored Proficient; and 0.3% scored Advanced. Of the total number tested, 62.6% met standard. In 2006 in English/Language Arts, a total of 293 seventh graders were tested. Of all students, 41.6% scored Below Basic; 44% scored Basic; 12.3% scored Proficient; 2% scored Advanced. Of the 293 students tested, 58.4% met standard. In 2007 in English Language Arts, a total of 268 seventh graders were tested. Of all students, 53% scored Below Basic; 38.1% scored Basic; 8.2% scored Proficient; 0.7% scored Advanced. Of the 268 students tested, 47% met standard.

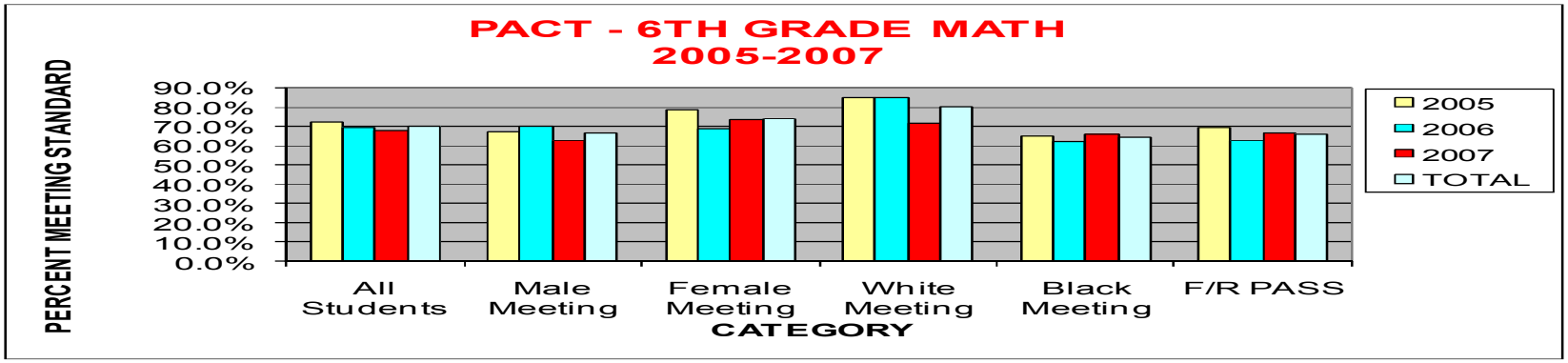


In 2005 in English Language Arts, a total of 240 eighth graders were tested. Of the total number of students, 33.8 % scored Below Basic; 45 % scored Basic; 17.1% scored Proficient; and 4.2% scored Advanced. Sixty-six point three percent met standard. In 2006 in English Language Arts, a total of 245 eighth graders were tested. Of all students, 41.2% scored Below Basic; 38% scored Basic; 17.6% scored Proficient; 3.3% scored Advanced. Of the 245 students tested, 58.8% met standard. In 2007 in English Language Arts, a total of 294 eighth graders were tested. Of all students, 48.3% scored Below Basic; 38.8% scored Basic; 12.2% scored Proficient; 0.7% scored Advanced. Of the 294 students tested, 51.7% met standard.

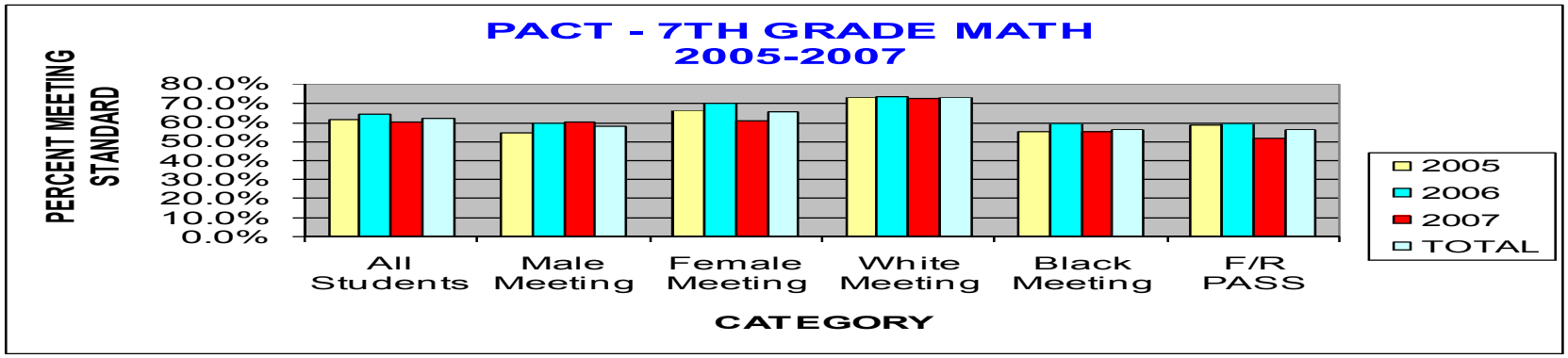


Mathematics

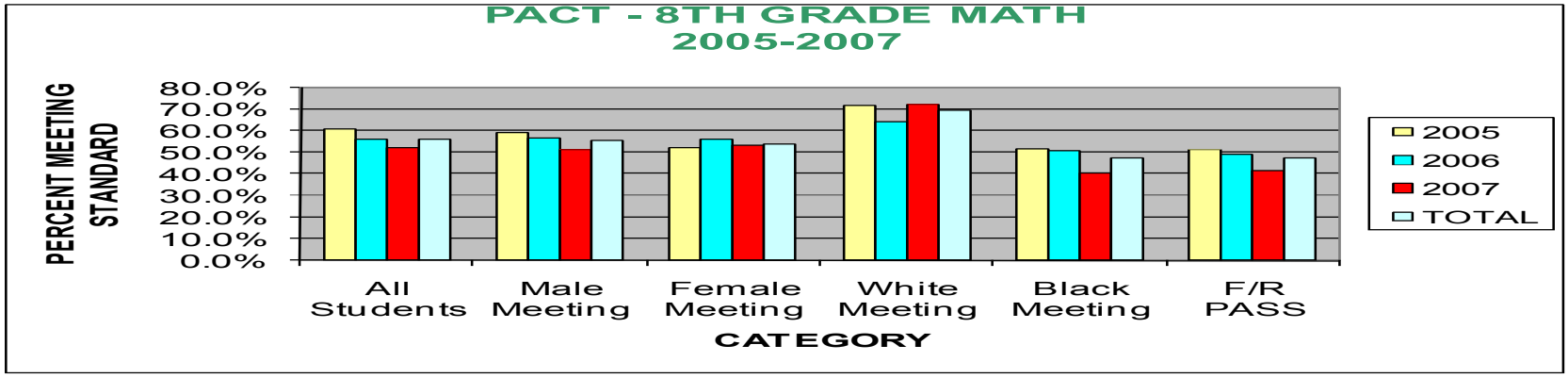
In 2005, in Mathematics, a total of 309 sixth graders were tested. Of the total students, 27.5% scored Below Basic; 39.8 % scored Basic; 23% scored Proficient; and 9.7% scored Advanced. Seventy-two point five percent met standard. In 2006 in Mathematics, a total of 286 sixth graders were tested. Of the total number of students, 30.4 % scored Below Basic; 42% scored Basic; 19.2 % scored Proficient; and 8.4% scored Advanced. Of the 286 students tested, 69.6% met standard. In 2007 in Mathematics, a total of 220 sixth graders were tested. Of all students, 32.3% scored Below Basic; 46.4% scored Basic; 17.7% scored Proficient and 3.6% scored Advanced. Of the 220 students tested, 67.7% met standard.



In 2005 in Mathematics, a total of 299 seventh graders were tested. Of all students, 38.8% scored Below Basic; 41.8 % scored Basic; 13% scored Proficient; and 6.4% scored Advanced. Of the 299 students tested, 61.2% met standard. In 2006 in Mathematics, a total of 297 seventh graders were tested. Of the total of all students, 35.4% scored Below Basic; 51.2% scored Basic; 9.8% scored Proficient and 3.7% scored Advanced. Of the 297 students tested, 64.6% met standard. In 2007 in Mathematics, a total of 271 seventh graders were tested. Of all students, 39.5% scored Below Basic; 46.1% scored Basic; 11.8% scored Proficient; 2.6% scored Advanced. Of the 271 students tested, 60.5% met standard.

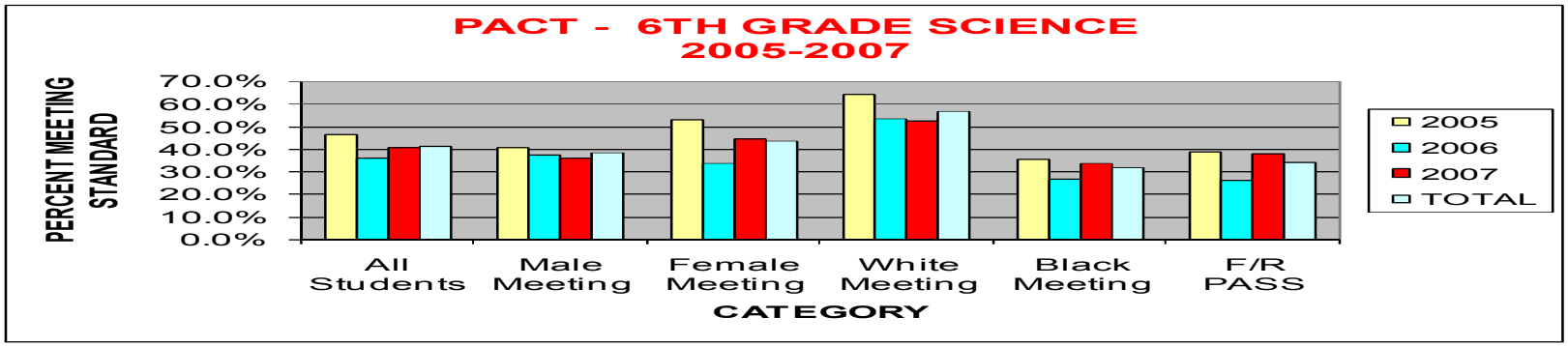


In 2005 in Mathematics, a total of 251 eighth graders were tested. Of the total students, 39.4 % scored Below Basic; 45 % scored Basic; 11.6% scored Proficient and 4% scored Advanced. Of the 251 students tested, 60.6% met standard. In 2006 in Mathematics, a total of 250 eighth graders were tested. Of the total students, 44.4% scored Below Basic; 42.8% scored Basic; 9.6% scored Proficient and 3.2% scored Advanced. Of the 250 students tested, 55.6% met standard. In 2007 in Mathematics, a total of 293 Mathematics eighth graders were tested. Of all students, 48.1% scored Below Basic; 43% scored Basic; 6.8% scored Proficient; 2% scored Advanced. Of the 293 students tested, 51.9% met standard.

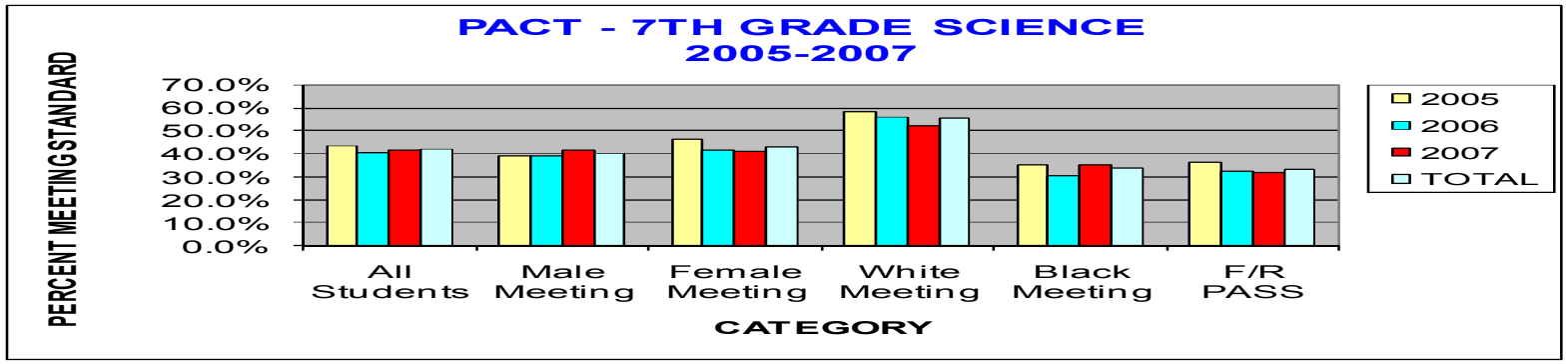


Science

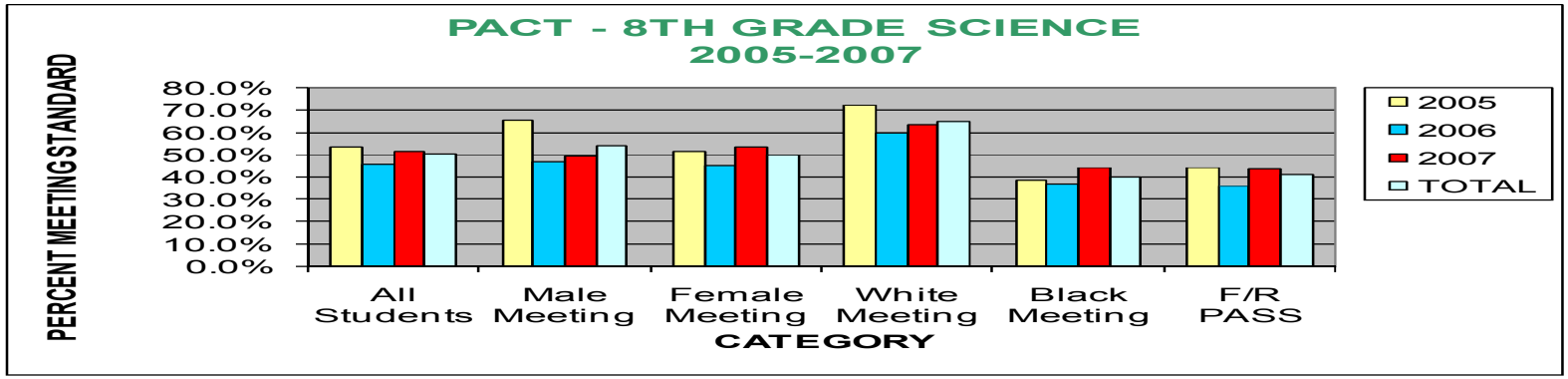
In 2005 in Science, a total of 319 sixth graders were tested. Of the total number of students, 53.3 % scored Below Basic; 32.3 % scored Basic; 6.9% scored Proficient; and 7.5% scored Advanced. Of the 319 students tested, 46.7% met standard. In 2006 in Science, a total of 285 sixth graders were tested. Of the total number of students, 63.9 % scored Below Basic; 26.3 % scored Basic; 6% scored Proficient and 3.9% scored Advanced. Of the 285 students, only 36.1% met standard. In 2007 in Science, a total of 107 sixth graders were tested. Of the total number tested, 58.9% scored Below Basic; 35.5% scored Basic; 2.8% scored Proficient; 2.8% scored Advanced. Of the 107 students tested, 41.1% met standard.



Science, a total of 296 seventh graders was tested. Of all students, 59.5% scored Below Basic; 29.1 % scored Basic; 5.7% scored Proficient; 5.7% scored Advanced and 40.5 % of the total number tested met standard. In 2007 in Science, a total of 271 seventh graders were tested. Of all students, 58.7% scored Below Basic; 30.6% scored Basic; 6.6% scored Proficient; 4.1% scored Advanced. Of the 271 students tested, 41.3% met standard.

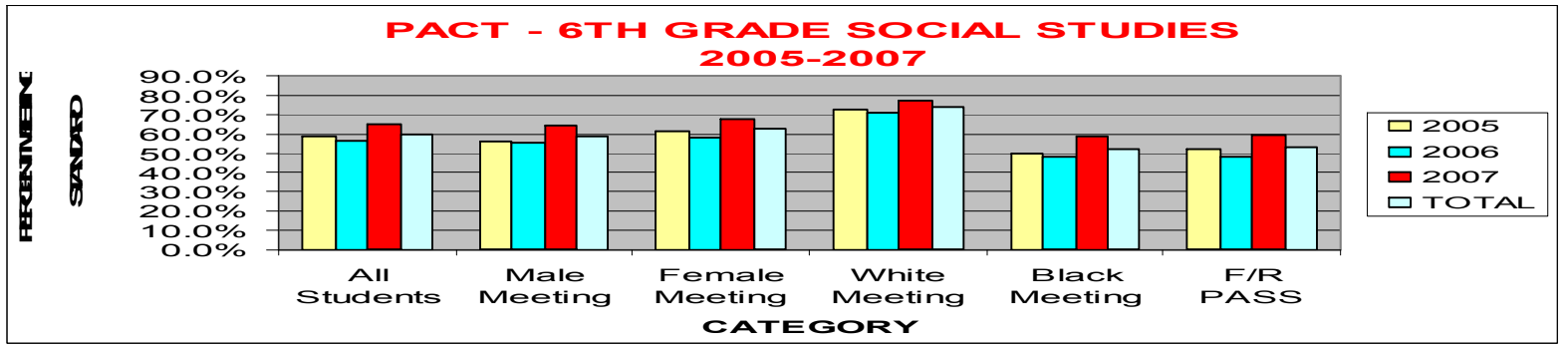


In 2005 in Science, a total of 251 eighth graders were tested. Of all students tested, 46.6 % scored Below Basic; 39.4 % scored Basic; 6% scored Proficient; and 8% scored Advanced and 53.4% meeting standard. In 2006 in Science, a total of 249 eighth graders were tested. Of the total number tested, 54.2% scored Below Basic; 32.5% scored Basic; 6.4% scored Proficient and 6.8% scored Advanced. Of the 249 students tested, 45.8% met standard. In 2007 in Science, a total of 148 eighth graders were tested. Of all students, 48.6% scored Below Basic; 33.8% scored Basic; 11.5% scored Proficient; 6.1% scored Advanced. Of the 148 students tested, 51.4% met standard.

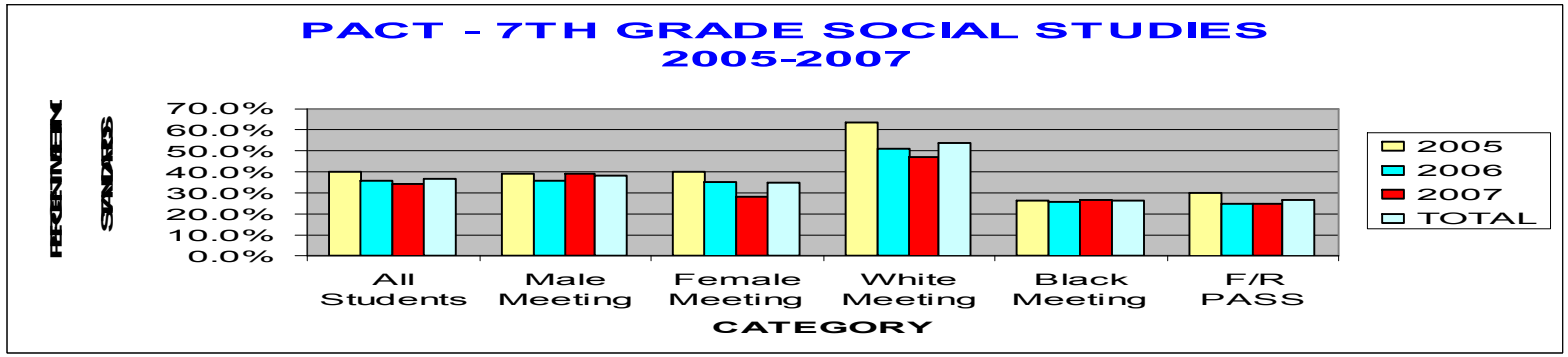


Social Studies

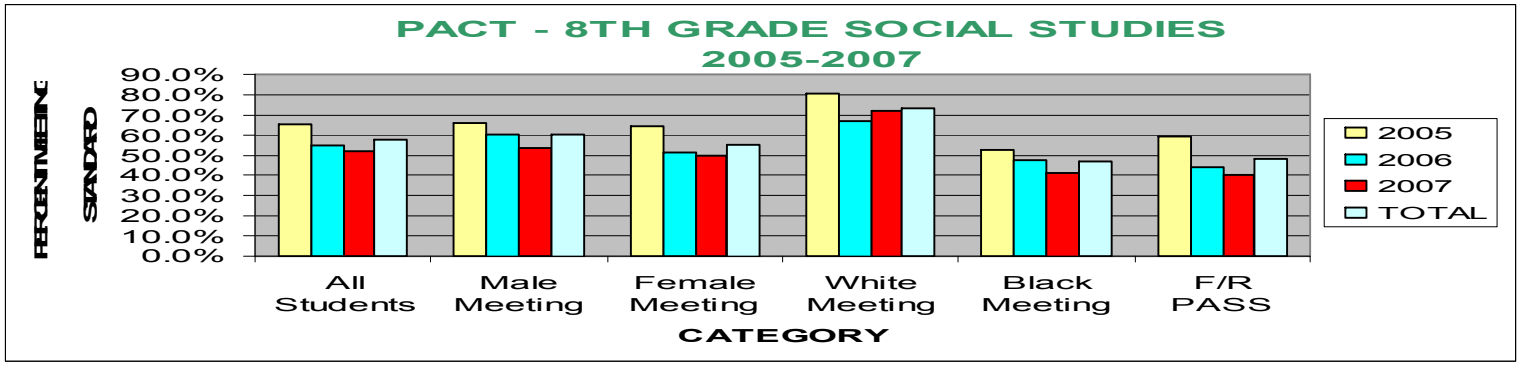
In 2005 in Social Studies, a total of 318 sixth graders were tested. Of the total students, 41.2% scored Below Basic; 34.6 % scored Basic; 11.6% scored Proficient; and 12.6% scored Advanced. Fifty-eight point eight percent met standard. In 2006 in Social Studies, a total of 286 sixth graders were tested. Of all students tested, 43.7 % scored Below Basic; 38.1% scored Basic; 9.4% scored Proficient and 8.7% scored Advanced. Of the 286 students tested, 56.3% met standard. In 2007 in Social Studies, a total of 109 sixth graders were tested. Of all students, 34.9% scored Below Basic; 41.3% scored Basic; 17.4% scored Proficient and 6.4% scored Advanced. Of the 109 students tested, 65.1% met standard.



In 2005 in Social Studies, a total of 308 seventh graders were tested in which 60.1 % scored Below Basic; 27.9 % scored Basic; 6.5% scored Proficient; and 5.5% scored Advanced. Of those 308 students tested, 39.9% met standard. In 2006 in Social Studies, a total of 296 seventh graders were tested. Of all students, 64.2% scored Below Basic; 24.7% scored Basic; 5.1% scored Proficient; 6.1% scored Advanced. Of the 296 students tested, 35.8% met standard. In 2007 in Social Studies, a total of 271 seventh graders were tested. Of all students, 65.7% scored Below Basic; 24% scored Basic; 4.8% scored Proficient; 5.5% scored Advanced. Of the 271 students tested, 34.3% met standard.

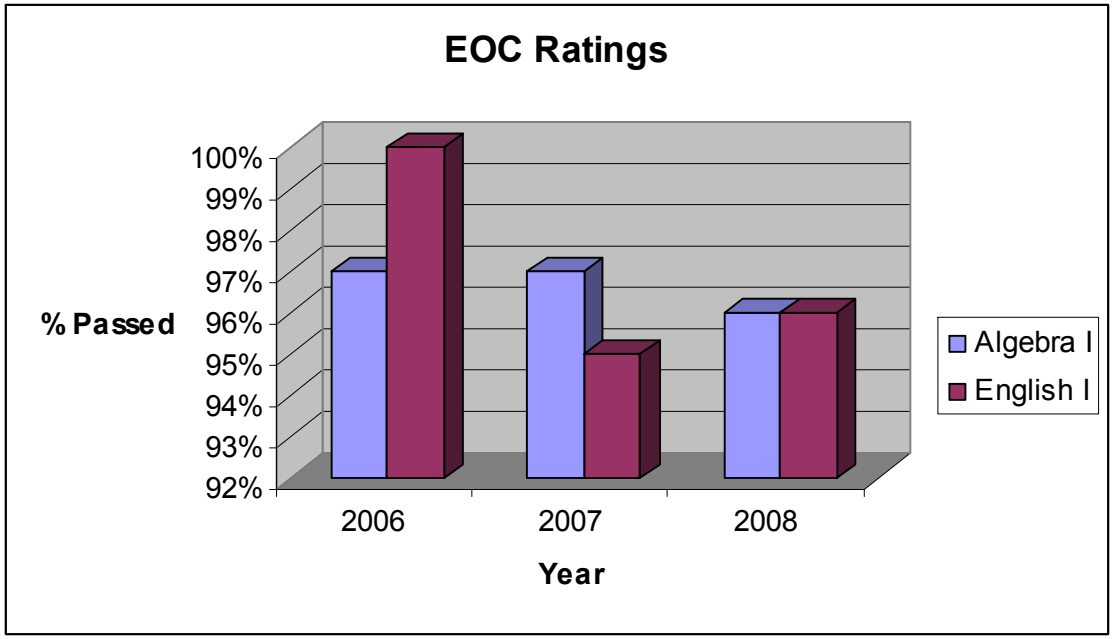


In 2005 in Social Studies, a total of 250 eighth graders were tested. Of all the students, 34.8 % scored Below Basic; 45.6% scored Basic; 10.8% scored Proficient; and 8.8% scored Advanced and 65.2% meeting standard. In 2006 in Social Studies, a total of 250 eighth graders were tested. Of all students, 45.2% scored Below Basic; 38.8% scored Basic; 8.8% scored Proficient; 7.2% scored Advanced. Of the 250 students tested, 54.8% met standard. In 2007 in Social Studies, a total of 146 eighth graders were tested. Of all students, 47.9% scored Below Basic; 42.5% scored Basic; 6.8% scored Proficient; 2.7% scored Advanced. Of the 146 students tested, 52.1% met the standard.



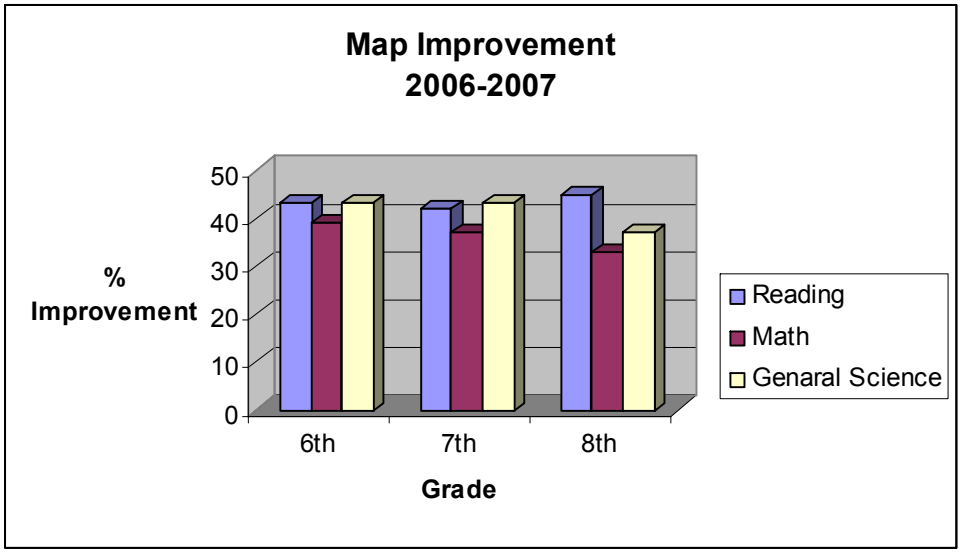
End-of-Course Tests

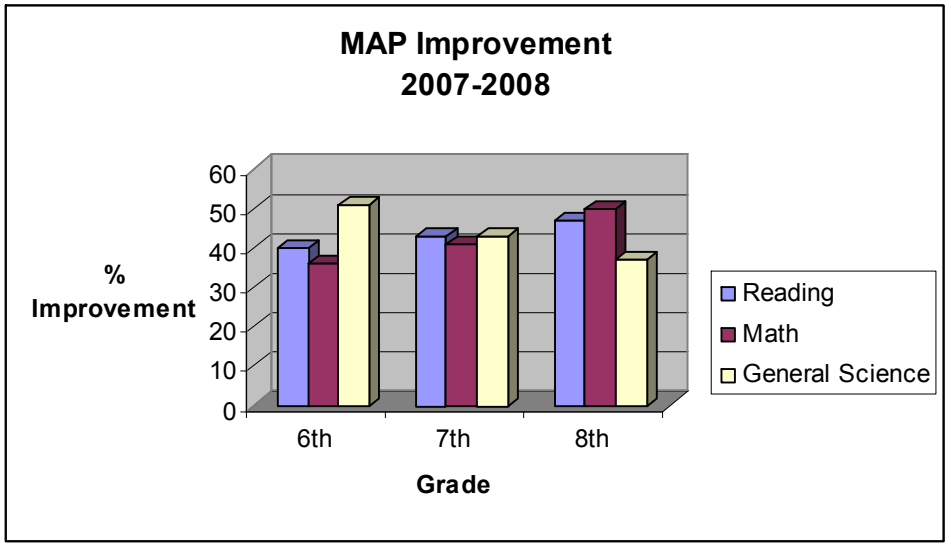
End-of-Course student ratings are documented in the following chart. In 2006, about 97% of the students taking End-of-Course tests in CMS passed Algebra I. and 100% passed English I. In 2007, about 98% passed Algebra I and about 96% passed English I. In 2008, about 96% percent of the students passed both exams.



Measure of Academic Progress

Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth. Below are charts detailing the percentage of improvements noted in Reading, Math, and General Science for 6th, 7th, and 8th graders during the 2006-07and the 2007-08 school years.





Other Factors

Other important factors impacting student performance for the 2006-2007 school year include school and community issues. School-related issues include a high teacher turnover rate of 19.6%, changes in administration for the last three years. The district has had to hire more teachers in the PACE program and more foreign teachers. Non-school related issues include declining socio-economic conditions; increasing unemployment rates due to the closing of Springs Industries and other industries within the surrounding counties; the breakdown of family structure and the advent of neighborhood gangs. We believe these negative conditions have produced a lack of motivation at all student levels and that family situations and environments have greatly impacted the priorities of the students, especially our gifted and talented students.

Conclusions

In analyzing the preceding PACT data, scores have declined at all grade levels the past three years. There has not been as much parent participation as in the past due to the employment of parents in surrounding counties. In subject areas, there seems to be no cohesion in teaching to the standards and lack of understanding of their importance by students. Chester Middle School proposes staff development for teachers to learn more about Brain Research on how the brain works and learns, and the differences in brains of males and female and proven strategies that work in the classroom. To motivate students, teachers will begin to conference with students after MAP testing to inform students of their strengths and weaknesses and how they can improve. A reading program (Academy of Reading) will be implemented to help students who are weak in reading skills. Present remediation classes will be revamped and based upon RIT scores obtained through MAP testing. Remediation will be available before, during and after school to accommodate all students. More staff training will be planned in analyzing data and using the information to drive instruction.

Our faculty collaborated and decided to implement single gender instruction for the 2008-2009 school year. We based this decision on research and faculty collaboration around the data for Chester Middle School. The instructional team, led by Assistant Principal Jeanie Montgomery and Principal Gail Hamilton will develop a plan to implement single gender instruction. As a result of the review of all data, we determined that we should focus on improving the percentage of all students moving at least one level in all subject areas of PACT by a minimum of 10% at all grade levels.

Summary of Process

The principal, Gail Hamilton, secured Kristin Langdale, principal of Center of Literacy through Technology (COLT) and a consultant with Educational Resources Group (ERG), to meet with the faculty members of Chester Middle School on January 30, 2008, to provide instruction on using NWEA Dynamic Reporting Suite. Identifying students by RIT bands, correlating instructional strategies for each RIT band, and projecting progress growth scores for each student were emphasized.

On Friday, February 1, 2008, Mrs. Hamilton assembled a leadership team consisting of herself, Susan Kovas, the 8th grade guidance counselor, and three instructional coaches (Lisa Faris, Mary Owens, and Shanell Wilkes). On February 1, 2008, the leadership team met with the Review Team to disaggregate the PACT data and the school report card. The data was used to create graphs and charts that would be presented at the faculty meeting to help staff to analyze areas of concern. On February 4, 2008, the leadership team and Review Team reconvened to assemble the required

data and graphs and prepared an agenda for faculty meeting scheduled for Tuesday, February 5, 2008. Prior to the start of the meeting, faculty members were grouped according to core curriculums. Elective teachers were divided among subject areas based on common instructional strategies. Band and Physical Education teachers were grouped with the mathematics department; Character Education and Keyboarding teachers were grouped with the language arts department; Art, Industrial Technology, and Chorus teachers were grouped with the social studies department; and Special Education and Resource teachers were grouped with the science department.

Mrs. Hamilton updated the faculty members of the progress of the ERT meetings. Faculty members were then provided information and guidance on preparing SMART goals. Next, faculty members were informed of the process of how the school receives an Absolute Value Rating (AVR) based on the PACT results and how the AVR is modified based on the student's performance level changes. At this point, the faculty members were provided the PACT data as well as the charts and graphs displaying the student performance levels. Think Time was allowed for the team members to discuss the data provided and to develop one smart goal for each department. Mrs. Hamilton requested that teams meet to discuss data results more thoroughly and develop the departmental goal and strategies to address the identified issues. These activities were continued the next day after school during departmental meetings. Instructional coaches provided individual assistance as well as answered questions to the goal setting and strategy development process. All strategies were turned in to Mrs. Hamilton by Thursday, February 07, 2008. The instructional coaches met continuously during the week of February 4, 2008, to compile the materials needed for and type the ERT Report Instrument. On Friday, February 8, 2008, the four departmental goals and identified strategies were incorporated into the rationale of the ERT Report Instrument. A draft of the Focus School Renewal Plan (FSRP) was shared with the faculty on Tuesday, February 19, 2008 and consensus was reached on the revised draft.

Narrative of Selected Goals
Student Achievement

Focus Goal 1: Due to the 49% of students performing below standard in ELA 2007, we will improve 10% each year for the next three years to meet expected progress. We have developed and implemented a school improvement plan beginning with the new school year. It is designed to ensure that all children in all grades are prepared for the next level in **English Language Arts**; therefore, we have implemented the state mandated ELA standards as the ELA curriculum in all classes. All CMS faculty members have been given a curriculum pacing guide that ensures all standards are taught in a timely manner. It is also required that standards are posted in student-friendly language in all classrooms. Weekly planning assures that pacing guides are being followed. Throughout the year, teachers and staff will examine and analyze results of assessments and other data to guide instruction and decisions about continuous school improvement including enrichment, remediation, and implementation of single-gender classes. Goal setting based on assessment data targets all students for academic proficiency. Extensive support, rigorous curriculum, and technical assistance will be given to improve student achievement.

Focus Goal 2: 40% of CMS students scored Below Basic on Math PACT 2007. In order to meet expected progress, we will improve 10% each year for the next three years. We developed and implemented a school improvement plan beginning with the new school year. It is designed to ensure that all children in all grades are prepared for the next level in **Mathematics**; therefore, we have implemented the state mandated Math standards as the Math curriculum in all classes. All CMS faculty members have been given a curriculum pacing guide that ensures all standards are taught in a timely manner. It is also required that standards are posted in student-friendly language in all classrooms. Weekly planning assures that

pacing guides are being followed. Throughout the year, teachers and staff will examine and analyze results of assessments and other data to guide instruction and decisions about continuous school improvement including enrichment, remediation, and implementation of single-gender classes. Goal setting based on assessment data targets all students for academic proficiency. Extensive support, rigorous curriculum, and technical assistance will be given to improve student achievement.

Focus Goal 3: Due to the 56% of students not meeting standard on Science PACT 2007, we have developed and implemented a school improvement plan in order to meet expected progress of 10% each year for three consecutive years. It is designed to ensure that all children in all grades are prepared for the next level in **Science**; therefore, we have implemented the state mandated Science standards as the Science curriculum in all classes. All CMS faculty members have been given a curriculum pacing guide that ensures all standards are taught in a timely manner. It is also required that standards are posted in student-friendly language in all classrooms. Weekly planning assures that pacing guides are being followed. Throughout the year, teachers and staff will examine and analyze results of assessments and other data to guide instruction and decisions about continuous school improvement including enrichment, remediation, and implementation of single-gender classes. Goal setting based on assessment data targets all students for academic proficiency. Extensive support, rigorous curriculum, and technical assistance will be given to improve student achievement.

Focus Goal 4: 48% of students that took Social Studies PACT in 2007 did not meet standard. In order to meet expected progress, we will improve 10% each year for the three consecutive years. The development and implementation of our school improvement plan began with the new school year. It is designed to ensure that all children in all grades are prepared for the next level in **Social Studies**; therefore, we have implemented the state mandated Social Studies standards as the Social Studies curriculum in all classes. All CMS faculty members have been given a curriculum pacing guide that ensures all standards are taught in a timely manner. It is also required that standards are posted in student-friendly language in all classrooms. Weekly planning assures that pacing guides are being followed. Throughout the year, teachers and staff will examine and analyze results of assessments and other data to guide instruction and decisions about continuous school improvement including enrichment, remediation, and implementation of single-gender classes. Extensive support, rigorous curriculum, and technical assistance will be given to improve student achievement.

Principal's Instructional Leadership

Focus Goal 1: In order to meet expected progress, 100% of all teachers will be trained in analyzing data to plan appropriate instruction. The primary role of the principal is to ensure an effective instructional program for all students under her jurisdiction. As the recognized instructional leader, the principal will hold all school personnel within her building accountable for their performance. The principal will be involved in curriculum planning, professional development and the implementation of educational programs as they apply to her school. She will observe and evaluate the school's total educational program and work with other administrators and teachers to improve the academic environment of the school.

Focus Goal 2: The primary role of the principal is to ensure an effective instructional program for all students under her jurisdiction. As the recognized instructional leader, the principal will hold all school personnel within her building accountable for their performance to ensure that 10% of students improve each year for three consecutive years in order to meet expected progress. The principal will be involved in curriculum planning, professional development and the implementation of educational programs as they apply to her school. She will observe and evaluate the school's total educational program and work with administrators and teachers to improve the academic environment of the school.

Focus Goal 3: To ensure that 10% of students improve on Social Studies PACT test each year for three consecutive years in order to meet expected progress, the principal will guarantee an effective instructional program for all students. As the recognized instructional leader, the principal will be involved in curriculum planning, professional development and the implementation of educational programs as they apply to her school. She will observe and evaluate the school's total educational program and work with administrators and teachers to improve the academic environment of the school.

District Administrators' Instruction Leadership

Focus Goal 1: The overarching goal of the Chester County School District is to support Chester Middle School's actualization of their Focused School Renewal Plan. The Office of Instruction will directly support Chester Middle School by providing a variety of staff development to teachers on analyzing data to determine student needs, differentiating instruction, and using engaging instructional strategies to instruct students. District Instructional Personnel will participate in developing a culture of collaboration within the school by conducting classroom observations, and participating in planning meetings with school administrators and school level instructional staff to develop and analyze assessments, as well as ensuring appropriate instructional strategies are being used in classrooms.

Focus Goal 2: The overarching goal of the Chester County School District is to support Chester Middle School's actualization of their Focused School Renewal Plan. The Office of Instruction will directly support Chester Middle School by organizing Professional Development opportunities from Northwest Evaluation Association, in particular Knowledge Academy. Other professional development opportunities will include student engagement, differentiated instruction, and a variety of technology sessions. The District Instructional Staff will work with school administrators and Instructional Coaches to ensure appropriate classroom practices are being followed after classroom observations and discussions with school administrators.

School Timeline
2008–09

2008

March 08

-Single Gender plan development –book study of Why Gender Matters with faculty
-Further Data Analysis training in NWEA and Dynamic Suite
-Curriculum Analysis using Idaho websites

April 08

-MAP Testing for Students (April 7-25)
-Conferencing with students on setting goals

May 08

-Spring MAP Data Analysis
-PACT (May 12-23)
-Schedule students appropriately for the Fall, using spring MAP data

June- 08

-Analysis of test data to determine scheduling and curriculum needs

July-08

-Data team and leadership team meet to analyze data and plan strategies for 2008-2009

August-08

-Academic standards will be posted in classroom
-Single gender classes begin
-Data Analysis review
-Identify students within 5 points of moving to another level of PACT 2009
-Brain Research review of teaching strategies
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data will be used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards

-Implementation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

September-08

-Fall MAP testing
-Student goal setting conferences
-Analysis of data to group students within teams
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

October-08

-Staff development on Data Analysis
-Select students for after school remediation
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

November-08

-Receive input of data from single gender classes (teachers and students)
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work

- MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
- Utilize remedial ELA and math classes to address academic deficiencies

December-08

-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

2009

January 09

-MAP testing
-District Social Studies Benchmark Testing for Students
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Use MAP data to insure that all students needing interventions are scheduled appropriately for second semester.
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies Utilize remedial ELA and math classes to address academic deficiencies

February-09

-Analyze data to improve instruction
-Review student target growth and reset goals as needed

-Review data to determine progress toward meeting student achievement goals and determine if we are on track to meet Satisfactory Implementation targets.
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies Utilize remedial ELA and math classes to address academic deficiencies

March-09

-MAP Testing for Students
-District Social Studies Benchmark Testing for Students
-Provide indicators of satisfactory implementation of FSRP Goals.
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
- MAP data used to differentiate instruction
- Utilization of the New Bloom's Taxonomy for Instruction
- Utilization of a variety of assessments matching state standards
- Continuation of the Academy of Reading for students scoring below basic on PACT
- Utilize remedial ELA and math classes to address academic deficiencies

April – 09

-Conferencing with students on setting goals
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards

-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

May 09

-Spring MAP Data Analysis
-District Social Studies Benchmark Testing for Students
-PACT (May 12-23)
-Observations of all teachers by principals and instructional coaches
-Lesson plans checked by principals and instructional coaches
-Teachers will post standards in the classroom
-Technology will be integrated in instruction to enhance achievement
-Teachers will utilize materials to involve parents in their children's school work
-MAP data used to differentiate instruction
-Utilization of the New Bloom's Taxonomy for Instruction
-Utilization of a variety of assessments matching state standards
-Continuation of the Academy of Reading for students scoring below basic on PACT
-Utilize remedial ELA and math classes to address academic deficiencies

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, using a correlation of MAP and PACT data, 10% of students tested in grades 6, 7, and 8 will improve one RIT band on the **English Language Arts** assessment as measured by the Fall 2008 to Spring 2009 MAP tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Use the South Carolina State academic standards as a guide to set goals and teach objectives	Teachers	August 2008	Using state standards to guide instruction will result in improving student progress • All ELA teachers will be observed by administrators or instructional coaches at least biweekly using an observation rubric reviewed and housed by the principal (Gail Hamilton) • Lesson plans reviewed and evaluated weekly by instructional coaches, documented by an in-house form with written feedback provided to the teachers.
Post standards in understandable language in each core content classroom	Teachers	August 2008	Teachers will be held accountable for teaching to the standards • Observations by principals and instructional coaches collected and reviewed by principal (Gail Hamilton)

Utilize the RIT band scores to group students for differentiated instruction and/or remediation	Leadership team, Data Analysis team, Team leaders	September 2008	Differentiated instruction seeks to meet the needs of all students • Class rosters and RIT band data filed by teacher in MAP notebook
Develop a plan to implement single gender for the 2008-2009 school year	Instructional team led by Assistant Principal Jeanie Montgomery	January 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Class Rosters to be filed in Sasi • Copies of Plan and Timeline, • Copies of Agendas, • Copies of Team Minutes, and • Copies of Attendance Sheets, all of which will be filed by the Assistant Principal/ Instructional Coaches in the office
Implement a plan for single gender instruction for the 2008-2009 school year	Teachers	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Class Rosters to be filed in SASI
Use PACT data to target students with test scores within 5 points of an increase to another level. Students will be scheduled for additional instruction through remediation.	Teachers, Team leaders	August 2008	• Students scheduled for remedial classes in the Academy of Reading or remedial ELA • Copies of Class Rosters to be filed in SASI
Utilize the Measure of Academic Progress (MAP) data to provide the individualized instruction for core classes on Odyssey which addresses areas of weaknesses and strengths	Teachers, Instructional Coaches	September 2008	• Observations by principals and instructional coaches collected and reviewed by principal • Lesson plans checked by instructional coaches, documented by an in-house form • Conference sheets completed by student and teacher and filed by classroom teachers • Odyssey Student Data Reports printed and filed by classroom teachers

Students and teachers conference about MAP data to set goals for target growth for the next MAP administration	Teachers	September 2008	• Student Goal Sheet completed by student and teacher to plan target growth and aid in student led conferences filed by the teacher in class goal notebook • Conferences will be held with each student
Integrate the use of technology to enhance student achievement to include Odyssey lab curriculum websites, BrainPop, and mobile technology	Teachers	August 2008	• Odyssey Schedule Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by principals and instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the materials "Teachers Involving Parents in Schoolwork" (TIPS) to improve student learning by connecting the family and the school	Teachers, Parents	August 2008	• Parent Contact Log created by teachers collected by team leaders and filed in team notebook • Signed activity sheets-"Teachers Involving Parents in Schoolwork" collected by team leaders and filed in team notebook
Use MAP data to differentiate instruction to improve student learning	Teachers	August 2008	Differentiated instruction shows improvements in student achievement • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by principals and instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks • Copies of Assessment to be filed by instructional coaches

Utilize the New Bloom's Taxonomy in an effort to increase the rigor of instruction	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by principals and instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks • Copies of assessment to be filed by the instructional coaches • Rubric for questioning will be used
Utilize a variety of assessments that matches state standards	Teachers	August 2008	• Formal assessments to be filed and reviewed by instructional coaches • DataWorks calibration will be completed on assessments
Identify the students scoring Below Basic on PACT for the Academy of Reading program to address areas of weaknesses in reading	Instructional Coaches	June 2008	• Class Rosters will be created based on Preliminary PACT data and submitted to principals and instructional coaches
Implement the Academy of Reading for students scoring Below Basic on PACT to increase student achievement	Teachers and Instructional Coaches	August 2008	• Class Rosters to be filed in SASI • Student data reports will be printed and filed in teacher notebook
Utilize remediation before and during school to address areas of weaknesses in language arts on a volunteer basis	Remediation Teachers Teacher Volunteers	August 2008	• Student sign in logs will be filed with the teacher • Student Data reports(Odyssey) will be filed with each remediation teacher

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, using a correlation of MAP and PACT data, 10% of students tested in grades 6, 7, and 8 will improve one RIT band on the **Mathematics** assessment as measured by the Fall 2008 to Spring 2009 MAP tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Use the South Carolina State academic standards as a guide to set goals and teach objectives	Teachers	August 2008	Using state standards to guide instruction will result in improving student progress • All Math teachers will be observed by administrators or instructional coaches at least biweekly using an observation rubric reviewed and housed by the principal (Gail Hamilton) • Lesson plans reviewed and evaluated weekly by instructional coaches, documented by an in-house form with written feedback provided to the teachers.
Post standards in understandable language in each core content classroom	Teachers	August 2008	Teachers will be held accountable for teaching to the standards • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by principals and instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks

Utilize the RIT band scores to create small flexible groups within the classroom	Leadership team, Data Analysis team, Team leaders	September 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Class rosters and RIT band data filed by teacher in MAP notebook
Develop a plan to implement single gender for the 2008-2009 school year	Instructional team led by Assistant Principal Jeanie Montgomery	January 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Plan and Timeline, • Copies of Agendas, • Copies of Team Minutes, and • Copies of Attendance of Meeting Sheets, all of which will be filed by the Assistant Principal/ Instructional Coaches in the office
Implement a plan for single gender instruction for the 2008-2009 school year	Teachers	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Class Rosters to be filed in Sasi
Use PACT data to target students with test scores within 5 points of an increase to another level and plan appropriate instruction based on RIT band correlation and DesCartes	Teachers, Team leaders	August 2008	• Student list created and filed by teachers • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by principals and instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the Measure of Academic Progress (MAP) data to provide the individualized instruction for core classes on Odyssey which addresses areas of weaknesses and strengths	Teachers	September 2008	• Student Goal Sheet completed by student and teacher and filed by teacher in class goal notebook • Odyssey Schedule
Conference with students on MAP data to set goals for target growth	Teachers	September 2008	• Student Goal Sheet completed by student and teacher and filed by teacher in class goal notebook

Integrate the use of technology to enhance student achievement to include Odyssey lab curriculum websites, BrainPOP, and mobile technology	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the materials "Teachers Involving Parents in Schoolwork" (TIPS) to improve student learning by connecting the family and the school	Teachers, Parents	August 2008	• Parent Contact Log created by teachers collected by team leaders and filed in team notebook monthly • Signed activity sheets-"Teachers Involving Parents in Schoolwork" collected by team leaders and filed in team notebook
Use MAP data to differentiate instruction to improve student learning	Teachers, Instructional Coaches	August 2008	Differentiated instruction shows improvements in student achievement • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the New Bloom's Taxonomy in an effort to increase the rigor of instruction	Teachers, Instructional Coaches	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form • Copies of Assessment to be filed by instructional coaches • Rubric for Questioning Techniques

Utilize a variety of assessments that matches state standards	Teachers	August 2008	• Benchmark test and other formal assessments to be filed and reviewed by instructional coaches • DataWorks calibration will be completed on assessments

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, using a correlation of MAP and PACT data, 10% of students tested in grades 6, 7, and 8 will improve one RIT band on the **Science** assessment as measured by the Fall 2008 to Spring 2009 MAP tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Use the South Carolina State academic standards as a guide to set goals and teach objectives	Teachers	August 2008	Using state standards to guide instruction will result in improving student progress • All Science teachers will be observed by administrators or instructional coaches at least biweekly using an observation rubric reviewed and housed by the principal (Gail Hamilton) • Lesson plans reviewed and evaluated weekly by instructional coaches, documented by an in-house form with written feedback provided to the teachers.
Post standards in understandable language in core content in each classroom	Teachers	August 2008	Teachers will be held accountable for teaching to the standards • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks

Utilize the RIT band scores to create small flexible groups within the classroom	Leadership team, Data Analysis team, Team leaders	September 2008	• Observations by principals and instructional coaches collected using an observation rubric • reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks • Class rosters and RIT band data filed by teacher in MAP notebook
Develop a plan to implement single gender for the 2008-2009 school year	Instructional team led by Assistant Principal, Jeanie Montgomery	January 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Plan and Timeline, • Copies of Agendas, • Copies of Team Minutes, and • Copies of Attendance Sheets, all of which will be filed by the Assistant Principal/ Instructional Coaches in the office
Implement a plan for single gender instruction for the 2008-2009 school year	Teachers	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Class Rosters to be filed in SASI
Use PACT data to target students with test scores within 5 points of an increase to another level and plan appropriate instruction based on RIT band correlation and DesCartes	Teachers, Team leaders	August 2008	• Student list created and filed by teachers • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks

Conference with students on MAP data to set goals for target growth	Teachers	September 2008	• Student Goal Sheet completed by student and teacher and filed by teacher in class goal notebook
Integrate the use of technology to enhance student achievement to include Odyssey lab curriculum websites, BrainPop, mobile technology, and Curriculum on Wheels	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Use MAP data to differentiate instruction to improve student learning	Teachers	August 2008	• Differentiated instruction shows improvements in student achievement • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the New Bloom's Taxonomy in an effort to increase the rigor of instruction	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks • Copies of Assessment to be filed by curriculum coaches
Utilize a variety of assessment that matches state standards	Teachers	August 2008	• Formal assessments to be filed and reviewed by instructional coaches
Utilize the Science Technology for Children (STC) and Full Option Science System (FOSS), kit-based instruction to develop	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton)

inquiry skills			• Lesson plans checked by instructional coaches, documented by an in-house form • At least one kit will be completed per quarter as mandated by the district

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, 50% of all students in grade 6th, 7th, and 8th grades met standards on Social Studies PACT; however, in grade 7 approximately 70% did not. In order to make an overall improvement on PACT, 60% of students in 6th, 7th, and 8th will score 70% or better on the Spring 2009 Social Studies cumulative district developed **Social Studies** benchmark test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Use the South Carolina State academic standards as a guide to set goals and teach objectives	Teachers	August 2008	Using state standards to guide instruction will result in improving student progress • All Social Studies teachers will be observed by administrators or instructional coaches at least biweekly using an observation rubric reviewed and housed by the principal (Gail Hamilton) • Lesson plans reviewed and evaluated weekly by instructional coaches, documented by an in-house form with written feedback provided to the teachers.
Post standards in understandable language in core content in each classroom	Teachers	August 2008	Teachers will be held accountable for teaching to the standards • Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks

Develop a plan to implement single gender for the 2008-2009 school year	Instructional team led by Assistant Principal Jeanie Montgomery	January 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Plan and Timeline, • Copies of Agendas, • Copies of Team Minutes, and • Copies of Attendance Sheets, all of which will be filed by the Assistant Principal/ Instructional Coaches in the office
Implement a plan for single gender instruction for the 2008-2009 school year	Teachers	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Copies of Class Rosters to be filed in Sasi
Integrate the use of technology to enhance student achievement to include Odyssey lab, curriculum websites, BrainPop, mobile technology, and Curriculum on Wheels	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form placed in teachers' lesson plan notebooks
Utilize the materials "Teachers Involving Parents in Schoolwork" (TIPS) to improve student learning by connecting the family and the school	Teachers, Parents	August 2008	• Parent Contact Log created by teachers collected by team leaders and filed in team notebook • Signed activity sheets-"Teachers Involving Parents in Schoolwork" collected by team leaders and filed in team notebook
Utilize the New Bloom's Taxonomy in an effort to increase student achievement	Teachers	August 2008	• Observations by principals and instructional coaches collected using an observation rubric reviewed by principal, (Gail Hamilton) • Lesson plans checked by instructional coaches, documented by an in-house form

			placed in teachers' lesson plan notebooks • Copies of Assessment to be filed by instructional coaches • DataWorks calibration will be completed on assessments • Meetings will be 2nd Tuesday each month per district calendar
Utilization of a variety of appropriate assessments matching state standards	Teachers	August 2008	• Benchmark test and other formal assessments to be filed and reviewed by instructional coaches • DataWorks calibration will be completed on assessments • Meetings will be 2nd Tuesday each month per district calendar

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 100% of ELA, Math and Science teachers will be able to analyze student data to determine student performance and growth targets in order to plan appropriate instruction as evidenced by at least 80% mastery on the NWEA on-line assessment in interpreting and analyzing student data

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide staff development to teachers in how to obtain and use student achievement data	Instructional Coaches, Guidance	August - September 2008	• Observation of teachers by administrators and instructional coaches to ensure that data is used to drive instruction, documented by school-developed rubric, and NWEA online assessments with 80% mastery via NWEA Knowledge Academy. • Calendar entry of date given • Staff development minutes and agenda will serve as documentation
English Language Arts, Science, and Mathematics teachers will be trained in the use of NWEA Dynamic Reporting Suite and Test View to analyze student achievement to use in planning for instruction	Instructional coaches, Guidance	August – September 2008	• Teacher sign-in forms will be used to document that training of teachers in lab setting. • Lesson plans will reflect the use of differentiated instruction as guided by Test View and NWEA, placed in teachers' lesson plan notebooks • Calendar entry of date given • Staff development minutes and agenda will serve as documentation

All math and English Language Arts teachers will analyze and set goals with the students before each window of testing	Team Leaders, Teachers, Guidance	September 2008	• Conference sheets to set student goals checked by instructional coaches and administration on in-house form, data will be kept by instructional coaches
All elective teachers will be trained in Test View and expected to plan instruction that reflects student needs.	Teachers, Teams Guidance	September 2008	• Instructional coaches will review lesson plans to ensure that plans reflect the use of data. Lesson plans with feedback will be placed in teachers' lesson plan notebooks
Schedule staff development in brain-based differentiated instruction	Principal, Instructional Coaches	September 2008	• Staff development attendance rosters • Observations by instructional coaches and administration on in-house rubric biweekly • "Faculty Share" during teachers meetings and team meetings also evidenced by departmental meeting minutes • Calendar entries of professional development
Provide on-going assistance in analyzing data	Instructional Coaches	August 2008	• Instructional coaches will provide continuous aid to teachers on analyzing data with in-house forms • Documentation by calendar entries and data analysis sheets

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will provide instructional leadership and supervision to ensure 10% of students tested in grades 6, 7, and 8 improve one RIT band on **Math**, **Language Arts**, and **Science** assessments as measured by the Fall 2008 to Spring 2009 MAP tests.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide staff development on educational topics of interest and needs of faculty	Principal, Instructional Coaches	August 2008	• Staff polled by administration as to needs and interests with responses recorded for the school leadership team and the instructional coaches to determine professional development.
More involvement of teachers in instruction and student achievement	Administration	August 2008	• Committees formed (survey, data analysis, and research) minutes recorded, and decisions recommended to SLT; minutes of the meeting will be kept by the committee chair and used for documentation of teacher involvement
Develop and publish a teacher incentive program	Administration	August 2008	Research has shown that there is a link between morale and achievement; therefore, "Teacher of the Month" recognition will be displayed on marquee and published in newspaper. Gift cards from various stores will be given by administration. • Guidelines emailed to all teachers • Published works will be kept in PR notebook in principal's office
Provide materials for restating and posting standards as they are taught	Administration	August 2008	Using state standards to guide instruction will result in improving student progress

			• Classroom observations of staff by administration, instructional coaches, and team leaders for display of standards • Purchase order of easel boards or sentence strips
Provide training opportunities for implementing single-gender education.	Principal, Assistant Principals	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Teachers attend seminars/conferences as evidenced by attendance sheets and agendas with notes • District office provided David Chadwell's single gender workshop July 24th, 2008
Schedule time for computer lab use for students	Computer Technicians, Instructional Coaches	August 2008	• Core classes will be scheduled weekly for Odyssey • Remedial reading classes scheduled for Academy of Reading • Remedial math • Schedules will be housed by computer technician (Barbara Hicks)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3: The principal will provide instructional leadership and supervision to ensure that 60% of students in 6th, 7th, and 8th will score 70% or better on Spring 2009 Social Studies cumulative district developed **Social Studies** benchmark test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide staff development on educational topics of interest and needs of faculty that relate to S.S. achievement	Principal, Instructional Coaches	August 2008	• Social Studies staff polled by administration as to needs and interests with responses recorded for the school leadership team and the instructional coaches to determine professional development. • Calendar entries and agendas will serve as documentation
More involvement of teachers in instruction and student achievement	Administration	August 2008	• Committees formed (survey, data analysis, and research) minutes recorded, and decisions recommended to SLT; minutes of the meeting will be kept by the committee chair and used for documentation of teacher involvement
Develop and publish a teacher incentive program	Administration	August 2008	• Research has shown that there is a link between morale and achievement; therefore, "Teacher of the Month" recognition will be displayed on marquee and published in newspaper. Gift cards from various stores will be given by administration.

Provide materials for restating and posting standards as they are taught	Administration	August 2008	Using state standards to guide instruction will result in improving student progress • Classroom observations of staff by administration, instructional coaches, and team leaders for display of standards
Provide training opportunities for implementing single-gender education.	Principal, Assistant Principals	August 2008	Single-gender classes are an innovative choice being offered to parents and students at CMS in the 6th and 7th grade • Teachers attend seminars/conferences as evidenced by attendance sheets and agendas with notes
Schedule time for computer lab use for students	Computer Technicians, Instructional Coaches	August 2008	• Core classes will be scheduled weekly for Odyssey
Schedule New Bloom's Taxonomy training and/or review in an effort to increase the rigor of instruction	Bloom's Team, Instructional Coaches	October 2008	• Lesson plans checked by instructional coaches, documented by an in-house form as evidenced by attendance sheets and agendas with notes housed in PD notebook in coaches' office • Calendar entries

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: In order to increase teacher effectiveness and student achievement in **Social Studies** that will allow 60% of the students to score 70% or better on the Spring 2009 Social Studies cumulative district mandated benchmark tests, the district will provide a variety of staff development to 100% of Chester Middle School teachers in the following areas by April 1, 2009

- Analyzing data to determine student needs
- Differentiating Instruction
- Using engaging strategies to instruct students

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Schedule staff development/planning sessions during which teachers develop and analyze instructional activities and assignments in relation to academic standards and the Revised Bloom's Taxonomy.	Office of Instruction Staff, Instructional Coaches, Department Chair	September 2008	To ensure staff development opportunities are being utilized, once a month collaborative planning meetings will be held with content teachers in grades 6 -8 under the leadership of Instructional Coaches and other district instructional staff. ▪ Samples of instructional activities developed and analyzed by teachers will be compiled by instructional coaches (Heather Oliver and Angie Anderson) and maintained in their office
Assist school staff with planning and securing academic support systems for students based on their needs as identified by benchmark assessments	Office of Instruction Staff, Instructional Coaches	October 2008	• At least twice during the school year, the Office of Instruction staff, school administrative staff and instructional coaches will meet to discuss assessment results and develop additional methods of student support as needed

			• Meeting minutes will be maintained by instructional coaches and housed in their office (Angie Anderson and Heather Oliver)
Construct benchmark test to be administered at least twice during the school year in Social Studies	Office of Instruction Staff, Instructional Coaches, Teachers	October 2008	• Social Studies benchmarks will be created by a committee of teachers led by the ELA/Social Studies Instructional Specialist • Testing will be coordinated by the instructional coaches at least twice during the school year • Benchmark tests will be maintained by instructional coaches (Heather Oliver and Angie Anderson) • Memo from district office of development timeline for benchmarks
Implement a systematic approach to analyzing benchmark test results	Office of Instruction Staff, Instructional Coaches, Teachers	January 2009	• At least twice during the school year, Instructional coaches and instructional specialists will assist teachers with analyzing assessment results and planning necessary instructional adjustments • A written description of the systematic process for benchmarking will be housed in the instructional coaches' office • Meeting minutes will be maintained by instructional coaches and housed in their office (Angie Anderson and Heather Oliver)
Provide teachers with staff development to support instructional changes that may be identified of a result of analyzing benchmark tests and other assessments	Office of Instruction Staff	January 2009	• At least twice each nine weeks, school administrators, instructional coaches, and Office of Instructional staff will meet to discuss assessment results and develop additional methods of support for teachers as needed • Meeting minutes will be maintained by instructional coaches and housed in their office (Angie Anderson and Heather Oliver)

Provide instructional pacing guide for Social Studies	Office of Instruction Staff, Curriculum Committees, Instructional Coaches	August 2008	Pacing guides will ensure state standards are taught in a timely manner • The Office of Instruction will publish copies of pacing guide • Pacing guide will be distributed to Social Studies teachers and located in their classrooms • Documentation will be by teachers signing an issuance form and filed by instructional coaches (Heather Oliver and Angie Anderson)

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: In order to increase teacher effectiveness and student achievement that will ensure 10% of students tested in grades 6, 7, and 8 will improve one RIT band on **Math**, **Language Arts**, and **Science** assessments as measured by the Fall 2008 to Spring 2009 MAP tests. The district will provide a variety of staff development to ELA, Math, and Science Chester Middle School teachers by April 1, 2009.

- Analyzing data to determine student needs
- Differentiating Instruction
- Using engaging strategies to instruct students

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide instructional pacing guides for math, science, and English Language Arts	Office of Instruction Staff, Curriculum Committees	August 2008	Pacing guides will ensure state standards are taught in a timely manner ▪ The Office of Instruction will publish copies of pacing guides ▪ Pacing guides will be distributed and located in teachers' classrooms ▪ Documentation will be by teachers signing an issuance form filed by instructional coaches (Heather Oliver and Angie Anderson)
Provide collaborative planning time for content area teachers to review pacing guides and develop instructional plans	Office of Instruction Staff, Instructional Coaches	September 2008	▪ Teachers will meet weekly to plan and discuss progress towards meeting requirement of pacing documents. ▪ Sessions will be facilitated by instructional coaches ▪ Minutes from meetings will serve as documentation and maintained by

			Instructional Coaches (Heather Oliver and Angie Anderson)
Construct benchmark tests to be administered at least twice during the school year in ELA, Science and Math	Office of Instruction Staff, Instructional Coaches	October 2008	▪ Benchmark tests will be created by a committee of teachers led by Instructional Specialists for ELA, Science and Math. ▪ Testing will be coordinated by the Instructional Coaches at least twice during the school year. ▪ Benchmark tests will be maintained by Instructional Coaches (Heather Oliver and Angie Anderson)
Provide staff development on the use of the various resources and tools available through Northwest Evaluation Association (NWEA) for analyzing Measures of Academic Progress (MAP) assessment results and planning instruction based on data	Office of Instruction Staff, Team Leaders	September 2008	▪ The Office of Instruction will organize a variety of workshops in which teachers may participate to learn how to use the data analysis and instructional resources available from NWEA. ▪ Data will be maintained in notebooks in each team leaders' classroom (Team Leaders) ▪ Agendas and lists of attendees will be kept in team leaders' notebooks ▪ Online training of NWEA Knowledge Academy completion certificates will be kept in Team Leaders' notebooks
Schedule staff development/planning sessions during which teachers develop and analyze instructional activities and assignments in relation to academic standards and the Revised Bloom's Taxonomy.	Office of Instruction Staff, Instructional Coaches, Department Chair	October 2008	To ensure staff development opportunities are being utilized, once a month collaborative planning meetings will be held with content teachers in grades 6 -8 under the leadership of Instructional Coaches and other district instructional staff. ▪ Samples of instructional activities developed and analyzed by teachers will be compiled by instructional coaches (Heather Oliver and Angie Anderson) and maintained in their office

Plan and implement sustained staff development techniques for differentiating instruction and actively engaging students in the learning process.	Office of Instruction Staff, Instructional Coaches	October 2008	• The Office of Instruction will offer a variety of workshops that address student engagement and differentiated instruction • An observation rubric will be used during classroom observations to ensure strategies are being utilized in teachers' classrooms • Observation rubrics will be maintained in the office of the Instructional Coaches (Angie Anderson and Heather Oliver)
Train teachers to use a variety of technology resources to involve students in learning and to address individual needs	Office of Instruction Staff, Instructional Coaches	October 2008	• The Office of Instruction will coordinate various staff development opportunities to address the use of technology to enhance standards based instruction and focus instruction on students' needs • Observations and lesson plans will serve as documentation and be maintained in instructional coaches' office (Heather Oliver and Angie Anderson)
Develop and implement procedures for monitoring classroom and school-wide applications of content and strategies acquired during staff development	Instruction Staff, Instructional Coaches	September 2008	• Following monthly classroom observations, the Office of Instruction staff will meet with school administrators and instructional coaches to discuss observations and plan additional support activities. • Minutes of meetings will be maintained by Instructional Coaches (Angie Anderson and Heather Oliver)

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Chester Middle School Programs

Academy of Reading - Literacy Intervention Software provides a systemic approach to building reading proficiency in students who struggle with reading. Research indicates that reading-delayed students may gain as much as 2½ grade levels after 25 hours of using the Academy of Reading program.

Benchmark Testing - Teacher designed testing which is aligned to the state standards. Benchmark testing is designed to measure student knowledge throughout the school year.

BrainPOP - ***BrainPOP*** is a web-based program which contains engaging and animated content, interactive quizzes, and enrichment materials aligned with state and national standards, lessons are grouped by Science, Math, English, Social Studies, Health, Technology, and Arts and Music.

C.O.W. - ***Curriculum on Wheels*** is a standards-based curriculum which provides interactive lessons and activities in the classroom. Science and Social Studies lessons from the C.O.W. are used to supplement classroom instruction.

FOSS - ***Full Option Science System*** is a research-based science program for grades K-8 developed at Lawrence Hall of Science with support from the National Science Foundation and published by Delta Education.

FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

FOSS helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments.

FOSS was developed through a rich collaboration of scientists, educational researchers, curriculum developers, assessment specialists, teachers, administrators, community members, and parents. FOSS combines proven teaching strategies with field-tested materials to promoted scientific literacy and student achievement.

The FOSS assessment system uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned.

The FOSS assessment system is an ongoing research project at Lawrence Hall of Science.

MAP - ***Measures of Academic Progress*** is a computerized testing program based on National Standards for Reading, Math, and Science. Students complete a reading, math, and science test in the fall, winter, and spring of each year. Teachers can access student scores within 24 hours of the student completing the test.

NWEA - ***Northwest Evaluation Association*** provides the Measure of Academic Progress testing program. The website provides teachers access to students' scores in many report formats. The reports are found in the Dynamic Reporting Suite provided by NWEA.

Odyssey - ***Odyssey*** is a technology-based curriculum designed to assess student performance, prescribe lessons based on academic needs, track and report student progress, and enhance direct instruction when used with interactive promethean boards. It is aligned with each individual student's MAP scores.

Programs are based on National Standards for Reading, Math, and Science. Students complete a reading, math, and science test in the fall, winter, and spring of each year. Teachers can access student scores within 24 hours of the student completing the test.

STC - ***Science and Technology for Children*** is a complete science program for grades K-8 filled with innovative hands-on activities designed to motivate young students; it is the result of a joint effort by some of the leaders in the fields of education and science. The National Science Resources Center (NSRC) is an organization of the Smithsonian Institution and the National Academies. Its mission is to improve the learning and teaching of science. The NSRC began developing STC in 1988; the curriculum was completed in 1997.

The NSRC evaluated each STC unit's effectiveness with children by nationally field-testing it in diverse urban, rural, and suburban public schools. The assessments in each unit were evaluated by the Program Evaluation and Research Group of Lesley College, located in Cambridge, Massachusetts. Each unit also reflects the incorporation of teacher and student field-test feedback and of comments on accuracy and soundness from nationally known scientists and science educators who serve on the STC Advisory Panel. This thorough research and development ensures all STC units are scientifically accurate and pedagogically appropriate for children.

TIPS - ***Teachers Involve Parents in Schoolwork*** are interactive activities correlated with the South Carolina math standards. In math, these activities provide a model problem and an additional problem for parents and students to solve. These activities were written by five middle school math teachers to improve learning by connecting family through homework. Research has shown that engaging families directly to the school curriculum has significant effects on students' achievement.